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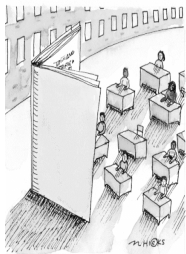
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### Educational Experience

- Can be a one-way street
- Students *RECEIVE* instructional programs
- Typically teacher delivered
- Based on plans and decisions made by others (teachers, parents, administrators, board members, state legislators)



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### Why Student-Involvement?

- Transition begins with the student so the student should be involved in process.
- Recent vocational legislation calls for consumer participation in service planning and delivery.
- Better performance results, enhances student motivation to learn.



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### Think about it...



Would you say most of your former students demonstrate self-determined behavior? If yes, what did you teach them and how? If no, what got in the way?

What do you want to discuss today about self-determination? What about self-determination keeps you awake at night?

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### Self-determination: Jane's 4 Favs

1. People aren't self-determined because they get married or are assertive...they are self-determined b/c they live the way they want to live. Not about what someone does!
2. SD is acting as someone who makes things happen in their life free from *undue* external influence or interference.
3. Development of SD is life long & begins at young age.
4. SD for all students.

Very Adapted from

Wehmeyer, M.L. (1999). A functional model of self-determination: Describing developmental and implementation instruction. *Focus on Autism and Other Developmental Disabilities*, 14, 53-61.

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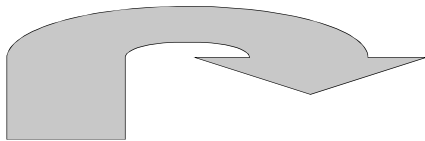
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### What is Educational About Self-Determination?



#### PROCESS

Teach Component  
Elements of Self-  
Determined  
Behavior

#### OUTCOMES

Essential  
Characteristics  
of Self-  
Determined  
Behavior

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### Component Elements of SD Behavior

Problem-Solving Skills	Self-Reinforcement Skills
Goal-Setting and Attainment Skills	Self-Instruction Skills
Independence, Risk-Taking and Safety Skills	Self-Advocacy and Leadership Skills
Self-Observation and Self-Evaluation Skills	Self-Awareness
	Decision-Making Skills

Wehmeyer, M.L. (1999). A functional model of self-determination: Describing developmental and implementation instruction. *Focus on Autism and Other Developmental Disabilities*, 14, 53-61.

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### **Essential Characteristics of Self-determination**

- Make choices and decisions as needed.
- Exhibit some personal or internal control over actions.
- Feel capable and act that way.
- Understand the effects of own actions.

Adapted from: Wehmeyer, M.L. (1999). A functional model of self-determination: Describing developmental and implementation instruction. *Focus on Autism and Other Developmental Disabilities*, 14, 53-61.

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### **Self-Determination Across the Ages....**

*\*Refer to handout*

Birth through age 2

Ages 3 to 5

Elementary

Middle / Junior High

High School

Adult



Adapted from chart developed by a committee of professionals from the Transition Council of Douglas and Jefferson Counties, Kansas.

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## Additional Resources for Teaching Self-Determination Skills

- Self-Determined Learning Model of Instruction
- Whose Future Is It Anyway?
- The Self-Advocacy Strategy
- Self-Directed IEP



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## The Self-Determined Model of Instruction

### Phase 1: What is My Goal

1. What do I want to learn?
2. What do I know about it now?
3. What must change for me to learn what I don't know?
4. What can I do to make it happen?

### Phase 2: What is My Plan?

5. What can I do to learn what I don't know?
6. What could keep me from taking action?
7. What can I do to remove these barriers?
8. When will I take action?

### Phase 3: What have I learned?

9. What actions have I taken?
10. What barriers have been removed?
11. What has changed about what I don't know?
12. Do I know what I want to know?



Wehmeyer, M.L., Palmer, S.B., Mithaug, D.E., Martin, J.E. (2000). Promoting causal agency: The self-determined learning model of instruction. *Exceptional Children*, 66, 439-453.

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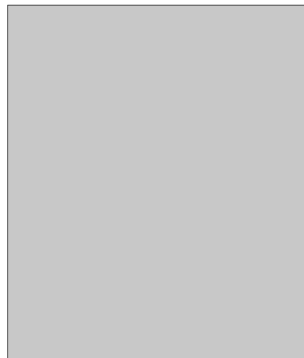
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The IPLAN



Van Reusen, A., Bos, C., Schumaker, J., Deshler, D. (1994) *The Self-Advocacy Strategy* Lawrence, KS: Edge Enterprises.

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SHARE Behaviors

Van Reusen, A., Bos, C., Schumaker, J., Deshler, D. (1994) *The Self-Advocacy Strategy* Lawrence, KS: Edge Enterprises. 13

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11 Steps to a Self-Directed IEP

1. Begin the meeting by stating the purpose.

2. Introduce everyone.

3. Review past goals and performance.

4. Ask for others' feedback.

5. State your school and transition goals.

6. Ask questions if you do not understand.

Martin, J.E.; Marshall, L.H., Maxson, L. & Jerman, P. (1996). *Self-directed IEP*. Longmont, CO: Sopris West. 14

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11 Steps to a Self-Directed IEP (cont.)

7. Deal with differences in opinion.

8. State what support you will need.

9. Summarize your goals.

10.Close the meeting by thanking everyone.

11.Work on IEP goals all year.

Martin, J.E.; Marshall, L.H., Maxson, L. & Jerman, P. (1996). *Self-directed IEP*. Longmont, CO: Sopris West. 15

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## SELF MONITORING

- Noting if performed a behavior.
  - used with skills individual already knows *how* to perform but is not performing consistently
  - used to establish fluency of behavior vs. acquisition



## SELF REINFORCEMENT

- Student chooses and/or applies consequences to her/his behavior
  - “if . . . , then. . .”
- Student helps select type of reinforcers, how many are earned

Copeland, S. (2004). *Evidence-based practices in education*. Presented at AAMR Annual Meeting on June 4, 2004. Philadelphia, PA.

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## Can you keep your goal in sight while juggling obstacles?

<http://www.ade.state.az.us/ess/SpecialProjects/transition/>

- Take 1 ball write the name of your goal on it.
- Take 2 more balls, write the name of an obstacle on each that could prevent you from achieving your goal.
- Toss and catch one ball (goal). Now try to keep your goal ball going while juggling obstacle 1. Add obstacle 2.



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## Planning for the Future

Morningstar, M. (1995). *Planning for the future*. Lawrence, KS: University of Kansas.

- Pricing  
Free at  
[http://transitioncoalition.org/transition/tcfiles/files/docs/planning\\_future1213214588.pdf/planning\\_future.pdf](http://transitioncoalition.org/transition/tcfiles/files/docs/planning_future1213214588.pdf/planning_future.pdf)

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### Disability 411

- The Disability 411 is a resource developed by the Youth Leadership group and is located at the following URL [http://www.ncwd-youth.info/resources & Publications/411.html](http://www.ncwd-youth.info/resources&Publications/411.html)
- Useful for self-awareness, disability awareness, explaining a disability to others, decisions about disclosure of disabilities, and understanding the implications of what disclosure might bring to you. There are a number of examples from students with disabilities.

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### An Educational Journey from Self Discovery to Advocacy: A Handbook for Students

- A handbook developed for the Connecticut State Department of Education for high school students with disabilities as an instructional tool for the development of self-advocacy skills and transition planning. This handbook is full of activities, assessments and resources for the purpose of building advocacy skills.
- <http://www.ade.state.ct.us/ess/SpecialProjects/transition/>

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### Jump Start

<http://www.jumpstart.org/reality-check.html>

- Students mark whether they want to eat food at home, eat out, or return home to parents to eat.
- Screen pops up indicating how much the students would need to make per hour to support their lifestyles.
- Some jobs that fall into that pay scale are listed.

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## "Ideation"



- 1) What processes can the district put into place that will encourage and support school personnel to engage in active listening with students and family members?
- 2) What knowledge and skills are necessary for students to participate effectively in student-led IEPs and how might our district create opportunities for students to gain such knowledge and skills?
- 3) What does SD instruction look like in different classrooms with different learners (for example, students with high incidence disabilities & students with more significant disabilities)?

Adapted from IDEA Partnership – [www.ideapartnership.org/print.php](http://www.ideapartnership.org/print.php)

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## IEP Meeting Planning and Participation Promoting Self-Determination

- Introductions made by students
- Pre-planning with teacher/student
- Short term goals to see quick results



Adapted from presentation by Leavenworth Co. Special Education Cooperative Transition Coordinators, Beth Clavenna-Deane & Mary Beth Nelson.

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## Choice Making/ Independent Living Skills

- Setting up appointments with adult service agencies
- Choosing living arrangements based on job choices
- Shop for daily needs/food and shop for apartment living needs
- Cleaning own clothes for work



Adapted from presentation by Leavenworth Co. Special Education Cooperative Transition Coordinators, Beth Clavenna-Deane & Mary Beth Nelson.

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## Goal Setting and Results

- Comparing post secondary options
- High school class choices to best prepare for post-secondary options



Adapted from presentation by Leavenworth Co. Special Education Cooperative Transition Coordinators, Beth Clavenna-Deane & Mary Beth Nelson.

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## Ideas for Self – Determination Instruction

- Teach students to think about their strengths, needs, interests & preferences.
- Provide them frequent experiences for choice and student involvement in activities.
- Ask students what *they* want to do or learn.
- Have high expectations for students.
- Teach students a strategy for setting a goal, taking action & adjusting their goal or plan.
- Teach students how to participate, if not lead, their IEP meeting.

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## Your Goals for Fall 2010...

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## Resources

Agran, King-Sears, Wehmeyer & Copeland (2003). *Student Directed Learning*. Baltimore, Brooks.

Wehmeyer, M., Agran, M, & Hughes, C. (1999). *Teaching Self-Determination to Students with Disabilities: Basic Skills for Successful Transition*. Baltimore: Paul H. Brookes.

Wehmeyer, M. & Sands, D. (1998). *Making it Happen: Student Involvement in Educational Planning, Decision Making, and Instruction*. Baltimore: Paul H. Brookes.

[www.beachcenter.org](http://www.beachcenter.org)

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